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Indiana Department of Education

Glenda Ritz, NBCT
Indiana Superintendent of Public Instruction

Transitioning away from the Indiana Modified Achievement Standards Test (IMAST)

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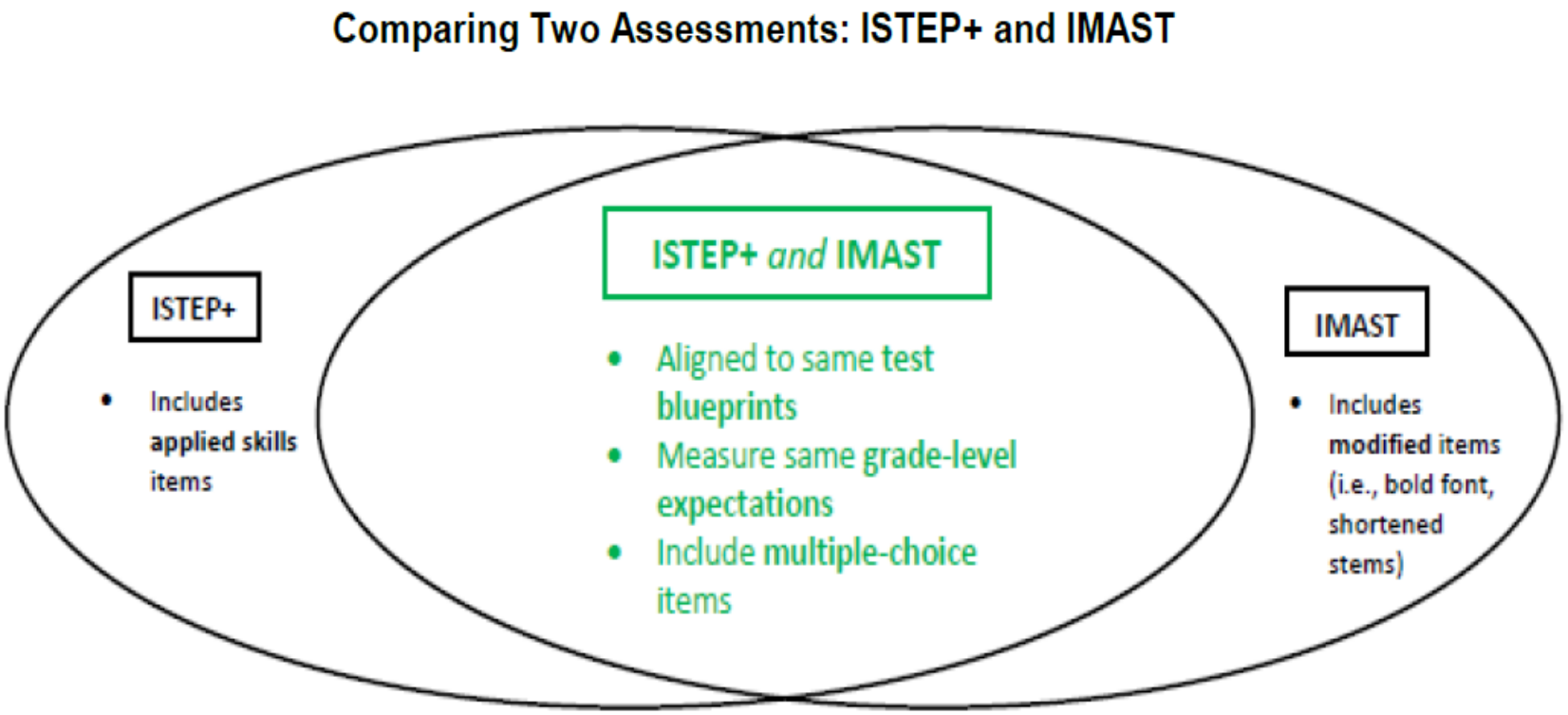
Proposed Regulations

- The U.S. Department of Education has proposed regulations to transition away from AA-MAAS to college- and career-ready standards and general assessments that are aligned to those standards and accessible to all students.
- **Under the proposed regulations, a state already administering alternate assessments based on modified academic achievement standards could no longer administer such assessments after the 2013-14 school year.**

Local Implications

- Case Conference Committees will need to determine the most appropriate assessment in which students will participate during the 2014-15 school year.
- Providing instructional supports that enable students to transition from IMAST is of utmost importance.

Comparing Two Assessments: ISTEP+ and IMAST



Assessment Horizon….

- Looking to the future:

2013-14	2014-15	2015-16
ISTEP+ and CoreLink	ISTEP+ and College- and Career-Readiness Transition Assessment (CCRTA)	New CCR assessment
IMAST	N/A	N/A
ISTAR	CCR-based alternate assessment	CCR-based alternate assessment

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Decision Criteria and Considerations by Statewide Assessment Option

Decision Criteria and Considerations by Statewide Assessment Option				
	Assessment Options			
	ISTEP+/ECA without Accommodations	ISTEP+/ECA with Accommodations	IMAST (Available only through Spring 2014)	Alternate
IDOE Criteria and Considerations for Decision Making				
Presence of Disability	Considerations: -The presence of a disability exists and is documented. -The presence of disability does not necessarily mean that a testing accommodation is needed. -A student's CCC should decide whether accommodation is needed, based on the needs of the student in specific academic areas.	Considerations: -The presence of a disability exists and is documented. -A student's CCC determines the need for a testing accommodation based on the student's needs in specific academic areas. -Selected accommodations should be ones that the student uses on a regular basis in his/her educational program. -Accommodations must be those that are allowable per IDOE criteria. -Selected accommodations should be documented in the student's IEP.	IDOE criteria: The student's disability has prevented the student from achieving proficiency as measured by previous ISTEP+ tests or through other assessments that validly document grade-level academic achievement. Considerations: -The presence of a disability exists and is documented. -Consider the student's skills and needs in specific academic areas by reviewing prior assessment performance (e.g., Acuity, mCLASS, IREAD, local assessments, and progress monitoring data). -Is prior performance on statewide and district assessments consistent with daily performance?	IDOE criteria: There is empirical evidence of a severe disability or a significant cognitive disability that precludes the acquisition of achievement standards necessary to obtain a high school diploma. Considerations: - The presence of a significant cognitive disability exists and is documented. -Data documents that the disability is such that the student is unable to acquire, maintain, generalize, and apply academic skills across environments even with extensive and individualized instruction.

http://www.doe.in.gov/sites/default/files/assessment/accommodations-resource-guide-and-toolkitfinaljp.pdf

Accommodations vs. Modifications

Parents should be aware that if the student's curriculum is ***modified*** so that it is no longer focused on grade-level standards, the student's course of study could be changed to one that leads to a certification of completion, not to a high school diploma. The decision to make modifications should not be made lightly or by one individual, but ***requires a CCC team decision***.

Accommodations provided to a student with disabilities during classroom instruction and assessments ***must also be provided*** to the student during state assessments, if permitted.

What is the difference between an accommodation and modification?

Examples of Modifications:

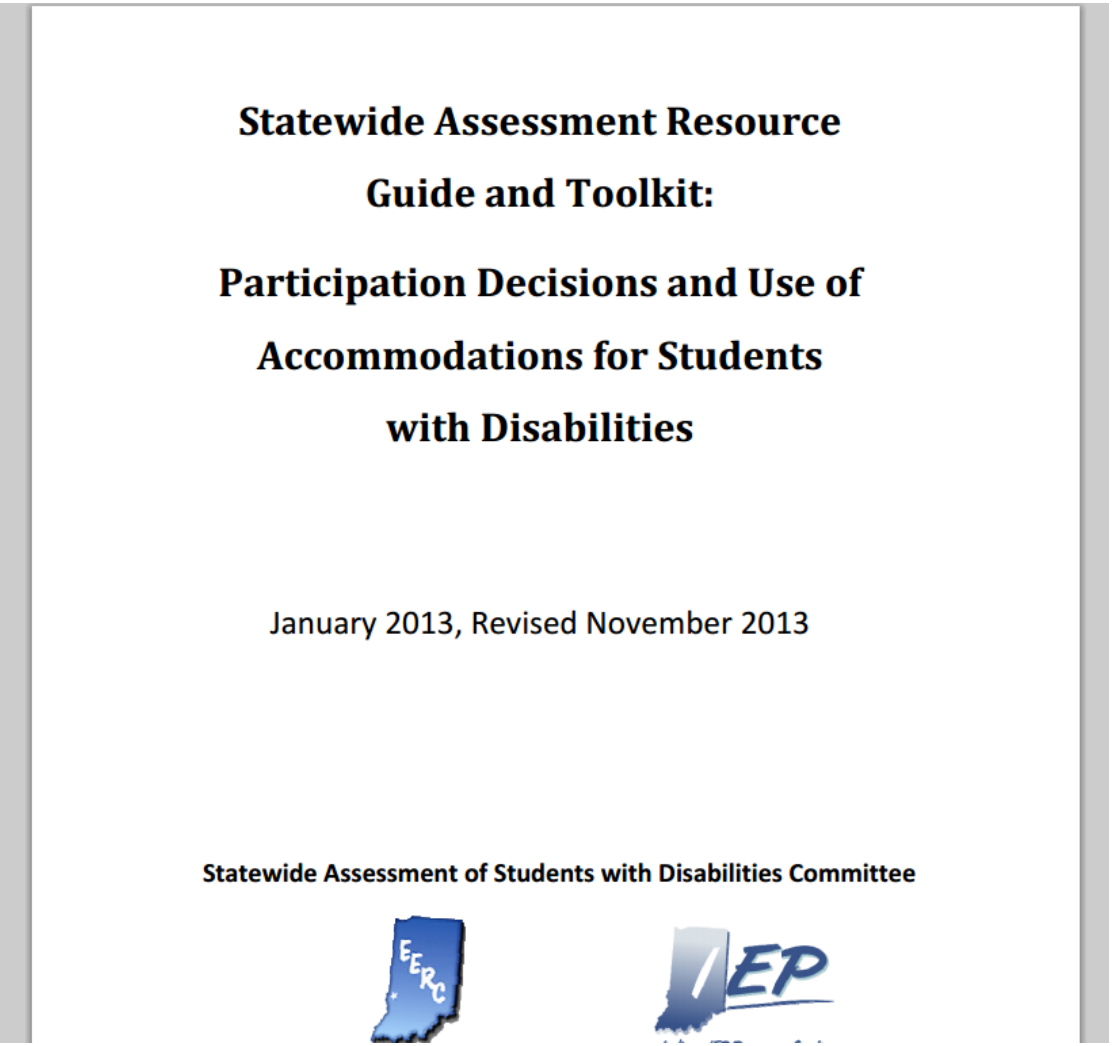
- The student is taught something different from the rest of the class.
- The student uses a lower-level reading textbook, which covers similar subject content.

Examples of Accommodations:

- Presentation (e.g., repeat directions, read aloud, large print, Braille)
- Equipment and materials (e.g., calculator, amplification equipment, manipulative)
- Response (e.g., mark answers in book, scribe records response, point)
- Setting (e.g., study carrel, student's home, separate room)
- Timing/Scheduling (e.g., extended time, frequent breaks)

Accommodations Resource Guide and Toolkit

http://www.doe.in.gov/sites/default/files/assessment/accommodations-resource-guide-and-toolkitfinaljp.pdf



Statewide Assessment Resource Guide and Toolkit:

Participation Decisions and Use of Accommodations for Students with Disabilities

January 2013, Revised November 2013

Statewide Assessment of Students with Disabilities Committee

Accommodations

Accommodations

Students with disabilities are provided accommodations during classroom instruction and assessments to help level the playing field and to promote equal access to grade-level curriculum.

If ISTEP+ is administered online, the following accommodations should be considered:

Screen reader

Scribe

Computer generated response

Assistive technology

Extended time

Accommodations Resource Guide and Toolkit:

http://www.doe.in.gov/sites/default/files/assessment/accommodations-resource-guide-and-toolkitfinaljp.pdf

Questions for Parents to Ask About Accommodations (p. 33 in Toolkit)

Questions about accommodations during *instruction*

Is my child expected to reach regular or alternate achievement standards? Does this affect what types of accommodations are available to my child during instruction or on assessments?

Questions about accommodations during *assessment*

Can my child participate in part of an assessment with or without accommodations?

Questions about accommodations during *both instruction and assessment*

If an accommodation used during instruction is not permitted on a test, is there another option that is allowed?

Questions and Considerations During the Assessment and Accommodations Discussion

Questions and Considerations During the Assessment and Accommodations Discussion

Step 1: **Ensure all decision makers understand the purpose of the statewide assessment: ISTEP+, ECA, ISTAR, IMAST (Available only through Spring 2014)**	
Questions for Parents to Ask	Considerations for CCC
-What is the purpose of the assessment? -How are the results used? -Who receives my child's assessment results?	Results from statewide assessments are used for multiple purposes. For example, aggregate assessment results are used for school accountability purposes. For an individual student, assessment results are important because they provide teachers, parents, and students themselves with information about skills, proficiency, and achievement.
Step 2: **Ensure all decision makers are aware of the statewide assessment options.**	
Questions for Parents to Ask	Considerations for CCC
What assessments are grade-level peers taking? What assessment options are available for my child? What standards are measured by each assessment option?	Assessment options exist so that the CCC can select the most appropriate assessment for a given student. The first option considered should be the standard assessment (ISTEP+ or ECAs). Other options, such as IMAST (available only through Spring 2014) and ISTAR, are available for students for whom ISTEP+/ECAs are not appropriate due to the severity and nature of the student's disability and the intensity of services needed by the student.
Step 3: **Ensure all decision makers understand the standard administration procedures for the statewide assessments.**	
Questions for Parents to Ask	Considerations for CCC
-How is each assessment option administered? -What accommodations are allowable for each assessment? -Are the accommodations allowed on statewide assessments also provided for local assessments? -What is the impact of needed accommodations not being permitted on statewide assessments?	Guidelines on the standard administration procedures and allowable accommodations for each statewide assessment option are set by IDOE. Accommodations selected for use on statewide assessments should be ones that the student is using on a regular basis for classroom instruction and assessments. Allowing students to use accommodations on a routine basis in the classroom that are not permitted on statewide assessments can negatively impact the student's ability to demonstrate knowledge and skills on statewide assessments.

Program Manual

http://www.doe.in.gov/assessment

INDIANA DEPARTMENT OF EDUCATION
Glenda Ritz, Indiana Superintendent of Public Instruction

Imagining the possibilities.
Making them happen.

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Assessment

2013-14 Testing Windows

School & Corp Data

April

		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

All Events

Contact

Address

South Tower, Suite 600
115 W. Washington Street
Indianapolis, IN 46204

Phone

Home > Assessment > Office of Student Assessment

Office of Student Assessment

Posted: Fri, 07/29/2011 - 8:29am *Updated: Thu, 03/27/2014 - 3:37pm*

The Office of Student Assessment manages multiple statewide assessments which provide measures of student knowledge and understanding and can be used to make informed decisions that help improve student achievement. Click on the assessment links below for more information about Indiana's statewide assessments. The Indiana Assessment Program Manual contains policies and procedures for Indiana's assessment system.

Assessment Testing Windows

- 2013-2014 Indiana Assessment Windows (updated 03/14/2014)
- 2014-2015 Indiana Assessment Windows

2013-2014 Indiana Assessment Program Manual

Contents

Chapter 1 (ISTEP+)

Chapter 2 (ECAs)

Chapter 3 (IREAD)

Chapter 4 (IMAST)

Chapter 5 (ISTAR)

Chapter 6 (ILAAS/LAS Links)

Chapter 7 (mCLASS)

Appendix A

- Code of Ethical Practices and Procedures
- Protocol for Reporting and Investigating Alleged Breaches or Irregularities
- Indiana Testing Security and Integrity Agreement

Appendix B (Forms)

- ECA Date Change Request
- ISTEP+, IMAST, IREAD-3 Date Change Request
- Bilingual Dictionary Request
- Medical Necessity Request
- Request for Non-Standard Assessment

Appendix C-Accommodation Guidance

PATINS Project Technology Skills Checklists (http://www.doe.in.gov/sites/default/files/assessment/2012-01-patins-accomodations.pdf

Built-in Online Assessment Accommodations for Students with Disabilities and English Learners

All of the assessment tools listed earlier in this chapter are available to ALL students. Students with disabilities or Limited English proficiency may also access to the following online accommodations if identified in the student's formal plan:

- ***ISTEP+ Applied Skills, ISTEP+ Multiple-Choice, IREAD-3***
  - Screen Reader – For students with a read aloud accommodation, a screen reader is available. The screen reader will only read those items that are allowed to be read, and the student can stop the reader at any time. Reading speed and volume can also be controlled by the student. For standardization purposes, when the screen reader is available it **must** be used in lieu of a human reader. Standardization is an essential feature of educational assessments and is **necessary to produce comparable information about student learning.**
  - Change to Color and/or Font – The background and font colors can be changed for both questions and answers to assist visually-challenged students.
  - Large Font size - The font size may be changed to 18-point for visually-challenged students.

- ***ECAs***
  - Screen Reader – For students with a read aloud accommodation, a screen reader is available. The screen reader will only read those items that are allowed to be read, and the student can stop the reader at any time. The student can navigate the audio for questions using the audio controller.

Appendix C-Accommodation Guidance

Allowable Accommodations for Students with Disabilities

To be permitted, an accommodation MUST be used by the student on a regular basis in the classroom and MUST be documented formally in the student's educational record (refer to page 4 for allowable ways to formally document)

Assessment Accommodations

	Accommodation	Requires reporting in the DOE-TL data file or on the *Student Information Questionnaire* (SIQ)
Presentation	Student provided access to sound amplification system	No
	Student allowed to use assistive technology to magnify/enlarge	No
	Student allowed to use acetate film	No
	Student permitted to read aloud to him or herself	Yes
	Student provided access to large print version of test	Yes
	Student provided access to own resources (e.g., bold print protractor, real coins, bold/raised line graph paper, bold/raised line writing paper)	Yes
	Student provided access to a Braille test format	Yes
	Student provided access to an interpreter for sign	Yes

Universal Design for Learning

According to Indiana's special education law, Article 7, "Universal design is a concept or philosophy for designing and delivering products and services that are usable by people with the widest possible range of functional capabilities."

Universal Design for Learning is built into ISTEP+ for ALL students

Allowable Resources and Strategies for ALL Students:

- Student allowed to use special furniture or equipment for viewing test
- Student provided preferential seating
- Student allowed to use headphones to block out distractions
- Student allowed to use lined paper turned sideways to help align math problems
- Student allowed to use a low-tech assistive writing instrument

Built-in Online Assessment Tools for ALL Students:

ISTEP+ Applied Skills

- Highlighter – when selected, the pointer changes to a highlighter pen permitting the student to highlight specific text
- Eraser – the eraser tool can be used to remove highlights that were added to the text
- Mark for Later Review – used to mark any question the student would like to review later
- Blocking Ruler-used to track words or to move down each line in a question or passage as a student reads

Built-in Online Assessment Tools for ALL Students:

ISTEP+ Multiple-Choice

- Option Eliminator – this tool permits the student to cross out an answer choice, marking it as incorrect
- Highlighter – when selected, the pointer changes to a highlighter pen permitting the student to highlight specific text
- Eraser – the eraser tool can be used to remove highlights that were added to the text
- Blocking Ruler – used to track words or to move down each line in a question or passage as a student reads
- Mark for Later Review – used to mark any question the student would like to review later

Resources for ISTEP+ that Parents can use at home

ISTEP+ test blueprints:
http://www.doe.in.gov/assessment/istep-grades-3-8

Blueprints

The purpose of the test blueprints, designed with the help of Indiana classroom teachers, is to make transparent to educators the knowledge, skills, and abilities required of students on the assessments.

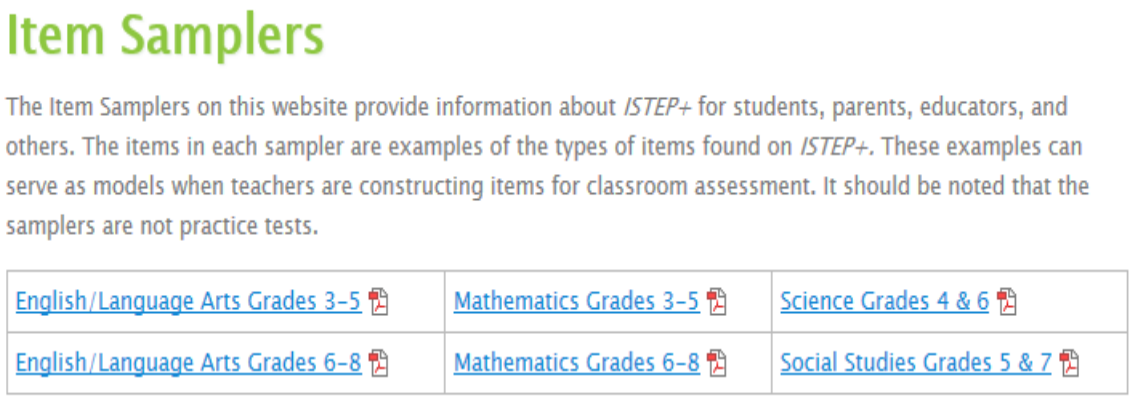
The blueprints can be used as tools to:

- Align expectations regarding mastery of the standards;
- Identify the degree of emphasis of curricular components;
- Assist and guide in prioritizing curriculum and instructional planning; and
- Enhance classroom assessment.

Content Area	Grade					
English/Language Arts	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Mathematics	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Science	N/A	Grade 4	N/A	Grade 6	N/A	N/A
Social Studies	N/A	N/A	Grade 5	N/A	Grade 7	N/A

Resources for ISTEP+ that Parents can use at home

Test Item Samplers for ISTEP+: http://www.doe.in.gov/assessment/istep-grades-3-8



Item Samplers

The Item Samplers on this website provide information about *ISTEP+* for students, parents, educators, and others. The items in each sampler are examples of the types of items found on *ISTEP+*. These examples can serve as models when teachers are constructing items for classroom assessment. It should be noted that the samplers are not practice tests.

English/Language Arts Grades 3–5	Mathematics Grades 3–5	Science Grades 4 & 6
English/Language Arts Grades 6–8	Mathematics Grades 6–8	Social Studies Grades 5 & 7

Resources for ISTEP+ that Parents can use at home

Applied Skills Assessments: http://www.doe.in.gov/assessment/applied-skills-assessments

Applied Skills Assessments

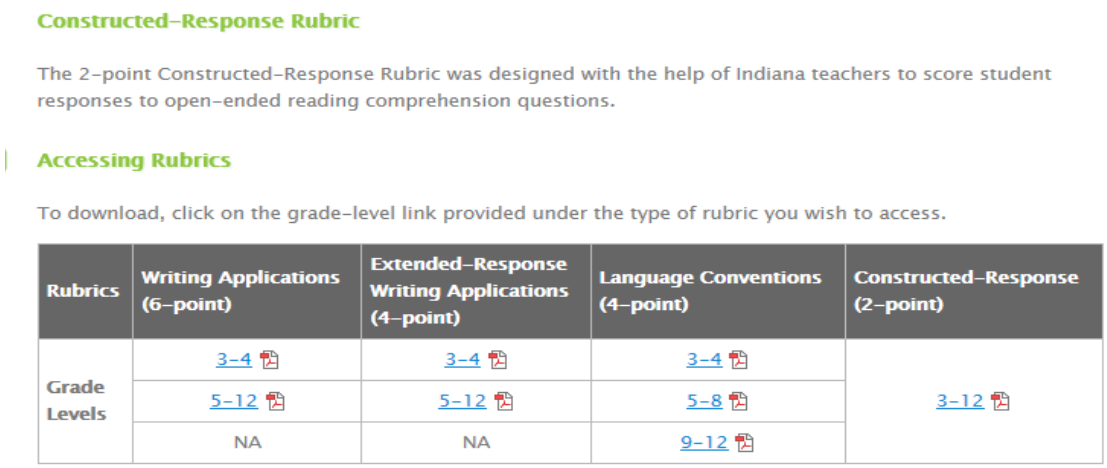
Posted: Thu, 01/26/2012 - 8:15am *Updated: Fri, 10/04/2013 - 12:39pm*

The documents below contain test questions from the ISTEP+ Applied Skills Assessments, grades 3-8, for the given year.

2012	2013
Grade 3	Grade 3
Grade 4	Grade 4
Grade 5	Grade 5
Grade 6	Grade 6
Grade 7	Grade 7
Grade 8	Grade 8

Resources for ISTEP+ that Parents can use at home

ELA Applied Skills Rubrics:
http://www.doe.in.gov/assessment/englishlanguage-arts-rubrics



Constructed-Response Rubric

The 2-point Constructed-Response Rubric was designed with the help of Indiana teachers to score student responses to open-ended reading comprehension questions.

Accessing Rubrics

To download, click on the grade-level link provided under the type of rubric you wish to access.

Rubrics	Writing Applications (6-point)	Extended-Response Writing Applications (4-point)	Language Conventions (4-point)	Constructed-Response (2-point)
Grade Levels	3-4	3-4	3-4	3-12
	5-12	5-12	5-8	
	NA	NA	9-12	

Resources for ISTEP+ that Parents can use at home

Math Rubric (Grades 3-8): http://www.doe.in.gov/sites/default/files/assessment/math-rubric.

Constructed Response Rubric

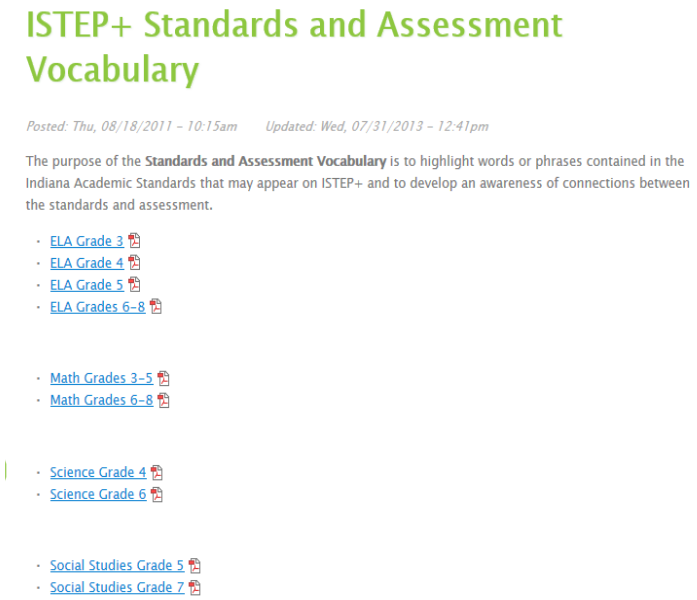
	Content Rubric
2	A score of two indicates a **thorough understanding** of the mathematical concepts embodied in the task. The response • shows algorithms, computations, and other content related work executed correctly and completely.
1	A score of one indicates a **partial understanding** of the mathematical concepts embodied in the task. The response • contains errors in the execution of algorithms, computations, and/or other content related work.
0	A score of zero indicates **limited or no understanding** of the mathematical concepts embodied in the task.
	Problem-Solving Rubric
2	A score of two indicates a **thorough understanding** of the problem-solving concepts embodied in the task. The response • shows an appropriate strategy to solve the problem, and the strategy is executed correctly and completely. • identifies all important elements of the problem and shows a complete understanding of the relationships among them. • provides clear and complete explanations and/or interpretations when required.
1	A score of one indicates a **partial understanding** of the problem-solving concepts embodied in the task. The response contains one or more of the following errors. The response • shows an appropriate strategy to solve the problem. However, the execution of the strategy contains errors and/or is incomplete. • identifies some of the important elements of the problem and shows a general understanding of the relationships among them. • provides incomplete, partial, or unclear explanations and/or interpretations when required.
0	A score of zero indicates **limited or no understanding** of the problem-solving concepts embodied in the task.

Extended Response Rubric

	Content Rubric
3	A score of three indicates a **thorough understanding** of the mathematical concepts embodied in the task. The response • shows algorithms, computations, and other content related work executed correctly and completely.
2	A score of two indicates a **partial understanding** of the mathematical concepts embodied in the task. The response • shows an attempt to execute algorithms, computations, and other content related work correctly and completely; computation errors or other minor errors in the content related work may be present.
1	A score of one indicates a **limited understanding** of the mathematical concepts embodied in the task. The response • contains major errors, or only a partial process. • contains algorithms, computations, and other content related work which may only be partially correct.
0	A score of zero indicates **no understanding** of the mathematical concepts embodied in the task.
	Problem-Solving Rubric
3	A score of three indicates a **thorough understanding** of the problem-solving concepts embodied in the task. The response • shows an appropriate strategy to solve the problem, and the strategy is executed correctly and completely. • identifies all important elements of the problem and shows a complete understanding of the relationships among them. • provides clear and complete explanations and/or interpretations when required.
2	A score of two indicates a **partial understanding** of the problem-solving concepts embodied in the task. The response contains one or more of the following errors. The response • shows an appropriate strategy to solve the problem. However, the execution of the strategy lacks an essential element. • identifies some of the important elements of the problem and shows a general understanding of the relationships among them. • provides incomplete or unclear explanations and/or interpretations when required.
1	A score of one indicates a **limited understanding** of the problem-solving concepts embodied in the task. The response contains one or more of the following errors. The response • shows an appropriate strategy to solve the problem. However, the execution of the strategy is applied incorrectly and/or is incomplete. • shows a limited understanding of the relationships among the elements of the problem. • provides incomplete, unclear, or omitted explanations and/or interpretations when required.
0	A score of zero indicates **no understanding** of the problem-solving concepts embodied in the task.

Resources for ISTEP+ that Parents can use at home

Practice using ISTEP+ vocabulary throughout the year in the classroom AND at home: http://www.doe.in.gov/assessment/istep-standards-and-assessment-vocabulary



ISTEP+ Standards and Assessment Vocabulary

Posted: Thu, 08/18/2011 - 10:15am *Updated: Wed, 07/31/2013 - 12:41pm*

The purpose of the **Standards and Assessment Vocabulary** is to highlight words or phrases contained in the Indiana Academic Standards that may appear on ISTEP+ and to develop an awareness of connections between the standards and assessment.

- ELA Grade 3
- ELA Grade 4
- ELA Grade 5
- ELA Grades 6-8

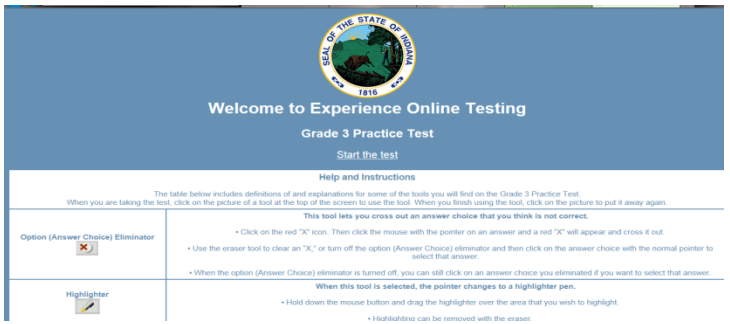
- Math Grades 3-5
- Math Grades 6-8

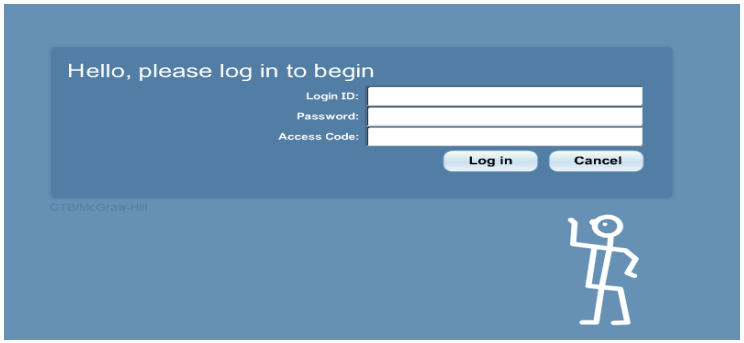
- Science Grade 4
- Science Grade 6

- Social Studies Grade 5
- Social Studies Grade 7

Resources for ISTEP+ that Parents can use at home

Practice using online tools: 'Experience Online Testing' http://learnoas.ctb.com/ISTEP/





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